



Bilton Community Primary School

Inspection Report

Unique Reference Number 117829
LEA East Riding of Yorkshire
Inspection number 280161
Inspection dates 19 October 2005 to 20 October 2005
Reporting inspector Judith Straw

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	School Lane
School category	Community		Bilton
Age range of pupils	3 to 11		Hull, HU11 4EG
Gender of pupils	Mixed	Telephone number	01482 811342
Number on roll	263	Fax number	01482 811611
Appropriate authority	The governing body	Chair of governors	Revd. Richard Major
Date of previous inspection	1 November 1999	Headteacher	Mr Keith Robinson

Age group 3 to 11	Inspection dates 19 October 2005 - 20 October 2005	Inspection number 280161
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This school is slightly larger than average. The pupils come from the local village and from the outskirts of Hull. The proportion with learning difficulties and/or disabilities is below the national average, but the proportion with statements of educational need is double the national average. The number eligible for free school meals is below average, although nearly a quarter of the pupils come from deprived areas. The great majority are of white British heritage, with only a very small number from minority ethnic groups. No pupil is at an early stage of learning English.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school which knows itself well. Parents have full confidence in the work of the school and praise it highly. As one parent said 'We would not like our children to be educated anywhere else.' The school is bright and welcoming, decorated with brilliant displays of art work done by the children with a stunning centrepiece in the form of an exotic African garden. Pupils are confident, friendly and articulate. They enjoy school and say that lessons are fun and that they are never bored. The school has many strengths. Teaching and learning are good, pupils enjoy their lessons and have very good attitudes to learning. Weaknesses in assessment have been addressed. Pupils' personal development is good. The curriculum is wide with a wealth of enrichment activities, although more access to information and communication technology (ICT) across the curriculum would improve it further. The school is well led and managed and provides good value for money. There is good quality provision in the Foundation Stage. Standards are rising throughout and this good school has the capacity to become an outstanding school.

What the school should do to improve further

- Root school curriculum planning in a precise analysis of identified weaknesses.
- Further develop ICT across the curriculum.
- Ensure that provision for personal, social and health education is systematically planned.

Achievement and standards

Grade: 2

Pupils start the Nursery with standards typical for their age. They make better than average progress. The results of the 2005 national tests were above national and local authority averages. The Year 2 results have been consistently above average for both boys and girls since 2001. They dropped slightly in 2004, but returned to higher levels in 2005. Standards in reading and writing are above average and in mathematics they are close to average. Standards overall by Year 6 were average between 2001 and 2004 with just a small year-on-year improvement. The school has developed a range of strategies to raise standards that are starting to succeed. In 2004, pupils' achievement in English was well above what might have been expected and in 2005 standards rose in all core subjects and pupils achieved well. Standards seen during the inspection were above average. Demanding targets have been set for 2006. Boys and girls of all abilities, including those with learning difficulties and/or disabilities, make good progress throughout the school and achieve well. More pupils are now reaching the higher levels in national tests at both Year 2 and Year 6. The school is right to say that standards are rising; the inspection evidence bears this out.

Personal development and well-being

Grade: 2

Behaviour throughout the school is good. Pupils are friendly and courteous and they respond well to the high expectations the school has of them. They have good attitudes to learning; they enjoy coming and say the school is 'very good'. Pupils' attendance rate is above the national average. They feel safe and secure, and know that incidents of bullying are dealt with quickly and fairly.

They have high aspirations and want to do well. Pupils agree that the school takes notice of the school council's requests for improvements; they now have drink dispensers and more outdoor play equipment.

The pupils' spiritual, moral, social, cultural and physical development is good. The pupils have taken part in an African project which has resulted in some impressive art work. The painting of an African warrior is particularly striking as an example of the pupils' awareness of African culture. The planting of an African jungle in the school courtyard is another example of how the pupils are helped to develop a deeper understanding of a different environment. The issue from the last inspection of needing to improve the pupils' opportunities for spiritual development have been well addressed. The children respect and understand the feelings of others. They listen to each other's views sensitively. They know right from wrong. They show compassion and take action by fund raising for various local and worldwide charities. The food served at lunchtime has healthy options, but also a good deal of starch and fat.

Quality of provision

Teaching and learning

Grade: 2

Inspectors consider that the school is modest in its view that teaching and learning are satisfactory. Teaching is judged to be good throughout the school which is why all pupils, including those with learning disabilities and/or disabilities, achieve well over time. Teaching is outstanding in the Nursery because of high expectations of each pupil, combined with a real sense of joy in learning. Generally, teachers are knowledgeable about their subjects and so their confidence and enthusiasm motivate pupils well. Pupils usually understand what they are to learn because teachers explain new ideas very clearly and use resources, such as interactive whiteboards, astutely to strengthen understanding.

Teachers know their pupils very well and so set work which challenges and excites them. Pupils in a Year 4 science lesson, for example, responded eagerly to an experiment testing how porous different soils are. Less able pupils benefit from sensitive and well focused support from teachers and teaching assistants. More is expected of more able pupils. This is because the schools' assessment procedures are good. Thus, teachers use the results of assessment effectively to match work accurately to pupils' varying

needs. The rapport built up between teachers and pupils enables the pace of learning to be brisk and ensures that pupils' concentration remains high.

Occasionally, teaching is less effective. Not all teachers are wholly confident in ICT, for example, and so do not explain new concepts skilfully. Teachers sometimes do too much for their pupils and do not always involve them enough in their own learning.

Curriculum and other activities

Grade: 2

The curriculum the children follow is very interesting; it provides a wide variety of activities and experiences which the pupils find engaging and relevant. The teachers use national guidelines to plan lessons, but the overall planning of some subjects is not sufficiently detailed. For example, the programme for personal, health and social education is underdeveloped.

The school has a very good range of sporting activities both during and after school and this helps improve the pupils' fitness levels. The children's work and the development of their social skills is further enriched by a wide variety of cultural and social activities and visits. During the inspection, a class of pupils aged 6 went to the theatre as part of their English work and pupils aged 10 and 11 had very recently been on a residential trip to Northumberland to support their history and geography studies.

Care, guidance and support

Grade: 2

The school has a good range of guidance systems to ensure that pupils are safe and well cared for. The behaviour policy, for example, gives clear and consistent rules and guidelines. The care and support for pupils with learning difficulties and/or disabilities is good and the system of taking them out of class for extra help is proving to be effective. Health and safety routines and risk assessments are in place. Child protection procedures are clear. These are well understood by the staff who recently received further training. As a result, pupils feel safe and secure. The pupils are prepared well for later life because they are given a good grounding in the basic skills. The school works well with parents who overwhelmingly agree that their children thrive in the warm and encouraging atmosphere the school provides.

Leadership and management

Grade: 2

Inspectors agree with the school that its leadership and management are good. The headteacher has spearheaded many successful improvements to the school, especially the recent raising of standards of pupils' work to ensure that the school gives good value for money. He is well supported by senior staff and has brought about a greater consistency in teaching, broadened the curriculum and made thoughtful use of new initiatives, where appropriate. For example, the African garden and numerous sports activities have helped to expand the pupils' experiences.

The school has a clear picture of its own strengths and weaknesses. Its priorities rightly focus on maintaining high standards but also address important issues such as the expansion of the Foundation Stage provision. The school is a place where every child has chance to do his or her best. The school consults parents very well and acts decisively on shared concerns. The headteacher and senior staff monitor all aspects of the school's work thoroughly and suggest sensible ways to improve. Governance is good. Governors keep a close eye on the progress of the school and are well involved in its development. However, not all of the school's plans are rooted in a clear analysis of identified weaknesses with the result that remedies are not always sharply defined.

The school has made good progress since the last inspection and has addressed all the key issues. For example, the assessment of pupils' work is better and pupils have greater spiritual and cultural awareness. These improvements, together with the willingness and determination of all staff to become even better, mean that the school is well positioned to develop further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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Bilton Community Primary School

School Lane

Bilton

Hull

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21 October 2005

Dear Children,

Thank you very much for your warm welcome when we visited your school. We enjoyed our visit and the open and friendly way in which you talked to us.

We really liked these things:

you work hard and enjoy coming to school and you all feel safe there

you were friendly, polite and well behaved. You are kind to each other and respect your teachers

you say you are never bored at school and some of you prefer lessons to playtime. You obviously enjoy your lessons

we thought your Nursery was a wonderful place to play and learn

we know you enjoy all the clubs and different activities as well as lessons

Mr Robinson runs the school well

your parents and carers are right in thinking you go to a good school.

We have asked your teachers to think about the following ways to help you achieve even more:

to focus school curriculum planning more precisely on identified weaknesses in your work

to make sure there are enough computers and that you are taught to use them well

we want you to learn more about personal, social and health education.

We wish you every success in the future. You have many reasons to be proud of your school.

With best wishes,

Judith Straw

Lead Inspector

Annex B